

DAY TWO – FRIDAY 12 JULY

SESSIONS



Connect

Engage

Inspire

Keynote Speaker – Rob Coe, Evidence Based Education

Making Knowledge Organisers Relevant – Jonathan Carney, Framwellgate School

Jonathan Carney will look at the rise in popularity of 'knowledge organisers' and how they have swept across education. He will show how Framwellgate School have made their version more relevant to students and share ideas of how you can do the same.

From this session you will gain an understanding of how to engage pupils in independent study through the use of knowledge organisers.

Using evidence to improve literacy outcomes – Colleagues from Town End Teaching School

During this session Nichola Fullard and colleagues from Town End Teaching School will be looking at research into best practice to improve literacy outcomes.

The aim of their session is to improve understanding of research linked to improving literacy outcomes for pupils.

Y6/7 Transition - does anything actually work? – Mari Palmer, Settrington Primary School / North Yorkshire Coast Research School

Mari will discuss the findings of two rounds of work exploring maths transition between Year 6 and Year 7. This has been backed by the North Yorkshire Coast Opportunity Area, the Research School and Yorkshire Ridings Maths Hub. This session will give you an understanding of the research (or lack of it!) around successful transition, and an understanding of how to build successful links between primary and secondary.

Embedding maths into daily routines. – Sarah Hollywood, New York Primary School

Sarah Hollywood will be discussing how to embed maths into daily routines and how to develop the use of 10s frames and the 'part whole model' in EY classrooms.

In this session you will discuss practical opportunities to develop counting, cardinality and use of vocabulary in daily routines.

How can collaborative practitioner enquiry and use of research evidence impact on pupil outcomes? – Sara Davidson, Middlesbrough Local Authority

An exploration of the ways the use of research can impact at practitioner, school and local levels, exemplified by an ongoing research project in Middlesbrough, which is being carried out in collaboration with Evidence Based Education. The project has brought together practitioners and colleagues from a range of school settings and phases, as well as the Local Authority, in order to upskill them in the use of research. The aim is to enable teachers to influence practice development in their own settings, as well as developing a research network which can be used to disseminate and upscale research findings, ultimately leading to a cumulative evidence base driven by the local context which can be used to make informed leadership decisions about 'what works' at all levels.

Using Lesson Study as a tool for research engagement in CPD – Philip Teah-Smith, Dukes Secondary School

Lesson Study is a research-based approach to CPD whereby colleagues work in trios to establish specific interventions that they carry out as an action research project. In this session Philip will describe how Dukes Secondary School have introduced Lesson Study in an attempt to make it a sustainable CPD model.

Supporting pupils with additional needs – Penny Derries, The Grove School

Penny Derries will explore supporting pupils with additional need, describing what The Grove School do and how they plan for pupils with additional needs, including their curriculum, assessment and learning environment. From this session you will be able to develop your ideas and knowledge around planning for pupils with additional needs.

What is oracy, why does it matter, and how do you develop it? – Paul Johnson, Churchill Community College

This session will provide you with the opportunity to understand what 'oracy' is and the reasons why schools should promote its development in their students, including the research and evidence base for it. There will also be a brief overview of the experiences of the Voice North of the Tyne network schools, and the impact they've already seen across the schools.

Lessons from Strategic School Improvement Fund – Naomi Bartholomew Millar and David Bailey, Carmel College

The Strategic School Improvement Fund (SSIF) projects in the Tees Valley supported school improvement by encouraging and developing leadership practices and helping Maths and Science teachers to develop their classroom practice. Naomi and David will look at the initial outcomes for Maths at the end of the project and progress on the science project to date, and also messages for projects in the future.

How can you get your students to remember things? – Matthew Hirst, Emmanuel College

The session will focus on the existing evidence on the use of practice retrieval and effective revision strategies for students. There will be a sharing of best practice, including examples from STEM subjects and time for delegates to reflect and plan their next steps. You will leave the session room with at least one idea that can be used in your classroom to help support students long-term retention of key knowledge.

Primary Literacy Project and its impact on writing outcomes – Kate Fisher, English Lead and Project officer – Primary Writing Project

Hear from partners involved in the Primary Writing project from a range of local schools as they describe the challenges and successes of a whole school approach to writing and its amazing impact. The session will be of interest to anyone wanting to know more about how oracy and a vocabulary rich approach to teaching writing can be integrated into the primary curriculum. The challenges of a large scale project across a number of schools and the impact on the pupils engagement and quality of writing.

Embedding Formative Assessment programme – Corinne Settle, SSAT

The Embedding Formative Assessment project is the EEF's first large scale trial to have an impact on GCSE outcomes in less than two years. Corinne Settle will share how Teacher Learning Communities (TLCs) are supporting teachers to bridge the knowing-doing gap around formative assessment. Corinne will also share the challenges faced, solutions, and recommendations for schools looking to develop formative assessment moment, by moment, lesson by lesson through TLCs. From this session you should learn why formative assessment matters, the impact of the EEF research trial on student outcomes, behaviours and school culture and how can you effectively implement this in your school to become even better.

Behaviour Management – Barbara Middleton, Shiremoor and Backworth Primary Schools

In this workshop Barbara will be taking a look at leading and managing whole school behaviour.

To Learn, Retrieve – Alex Robertson, Sacred Heart High School

A session on how we can prepare students for linear GCSE examinations by utilising strategies based around our current understanding of how memories are formed. In this talk you will learn how the brain forms long and short term memories, you will be able to identify some of the barriers to encoding memories. You will also gain an understanding of the importance of fluency when developing higher order thinking skills. Alex will also discuss how to recognise spaced retrieval and interleaving as the key to achieving fluency and how they can be optimised.

There's a real BUZZ in the air – Sarah Dixon-Jones, Kathryn Nichols and Vikki Wynn, Houghton Community Nursery School and Mill Hill Nursery School

Hear how Houghton Community and Mill Hill Nursery Schools have created and developed an innovative pedagogical approach that strives to embed a culture of collaborative learning, exploration and research, and how this leads to children becoming engrossed within their own learning.

Counting Sticks - bringing fun into times tables – Becky Bowman, Valley Road Academy

This interactive session will demonstrate the use of the counting sticks and how it links with theories of metacognition. During the session you will look at using metacognition research in the classroom in a practical way and increasing motivation and engagement during the oral and mental session in maths lessons.

The language of science: unpicking the evidence on vocabulary in science - Chris Boyce, Research Lead, Ashington Academy

Cognitive science and education: memory - Victoria Richley, Deputy Director of Research, Shotton Hall Research School

Metacognition - Louise Quinn, Director of Research, Shotton Hall Research School

Doing rigorous research in the classroom: how hard can it be? - Chris Boyce, Research Lead, Ashington Academy

Research about research: what do we know about helping teachers to use research? - Thomas Martell, Regional Lead, EEF